

Mission Statement

- To improve the lives of children with disabilities and special health needs by providing parents with information, training and support.
- We do this so parents can become effective advocates and encourage their children to successfully navigate through today's w orld.



Supports and Services					
	D/				
	Raising Special Kids				
	Healthcare	Parent to Parent	Special Education		

Beginning with the End in Mind
Transition Planning

- What are your child's strengths?
- What does your child want to do after high school?
- How can you help them to accomplish this?



Transition Legal Requirements

- Beginning not later than the first IEP to be in effect when the child turns 16, or younger if determined appropriate by the IEP Team, and updated annually, thereafter, the IEP must include-
 - Appropriate measurable postsecondary goals based upon age-appropriate transition assessments related to training, education, employment, and, where appropriate, independent living skills; and
 - The transition services (including courses of study) needed to assist the child in reaching those goals.

. IDEA 2004 § 300.320(b)

Transition Legal Requirements

- Transfer of Rights. When a student reaches age 18
 - Parents retain the right to participate in meetings
 - All other rights transfer to their child
 - Unless, the student has a court-appointed legal guardian, or if the student delegates his/her rights
 - The school informs parents and students about the transfer of rights no less than one year before the student reaches the age of majority

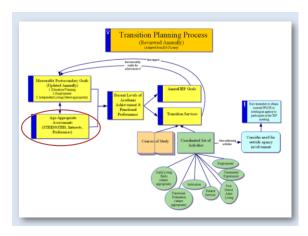
- IDEA 2004 § 300.520



IEP Transition Components Required by Age 16

- · Student is invited
- Appropriate measurable postsecondary goals (updated annually)
- Based upon age-appropriate transition assessments
- · Coordinated set of activities
- · Course of study
- Annual IEP goals
- Representative of any participating agency (with prior consent)
- · Transfer of rights





Age-Appropriate Transition Assessments

- Definition: To provide ongoing information to develop and write practical and achievable measurable postsecondary goals.
- Transition assessments must clearly identify the strengths, needs, interests, and preferences of the student as they relate to training/education, employment, and when appropriate, independent living.

Age-Appropriate Transition Assessments Assessments may be formal Standardized achievement tests Adaptive behavior scales Aptitude tests Personality scales Self-determination scales Pre-voc/employability scales College entrance instrument Military entrance instrument

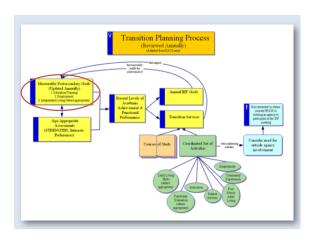
Age-Appropriate Transition Assessments Assessments may be informal Interest inventories Skills inventories Situational observations Situational assessments Interviews Social histories Rating scales for specific areas





ASSESSIENTS

Training: ASVA, ASSET, Balmord-High School Weiten Committee Teacher Prograss Japons, Balmord-High School Teacher Prograss Japons, LTP, Treat time to Past-according Learning, Barbord-Balmord-Higher Product Court Insuration, Translation to Past-according Learning, Barbord-Teacher Facilitation Bajons, Tooladd Court Insuration, TTP, ASSET, ASVA, Prome Rapors, Canada Papors, Tooladd Court Insuration, Teacher Facilitation Bajons, Tooladd Court Insuration, Teacher Facilitation, Papors, Tipl. Baset Personally, Standed School, Pamer Bajons, Standa Bajons, Standa Bajons, Talmark School, Pamer Bajons, Standa Bajons, Standa Bajons, Talmark School, Pamer Bajons, Standa Baj



Measurable Postsecondary Goals

- By a student's 16th birthday, his/her IEP must include measurable postsecondary goals in the areas of education or training, and employment, and when appropriate, independent living skills.
- · These goals are based on the results of the assessments, and consider the strengths, preferences and interests of the student and are updated annually.
- · Examples:

Postsecondary Training Goal:

- After graduation, I/Dan will enroll in a plumbing apprenticeship program.



Measurable Postsecondary Goals

· Examples:

Postsecondary Education Goal:

- After graduation, I/Lauren will enroll full-time at a community college to receive training in order to become a certified nursing assistance.

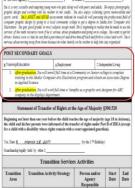
Postsecondary Employment Goal:

- After graduation, I/Alex will work full-time as a general laborer for a construction company.

Postsecondary Independent Living Goal

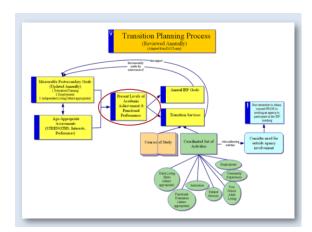
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Present Levels of Academic Achievement and Functional Performance • A summary of the student's strengths, preferences, and interests as indicated by all assessments.





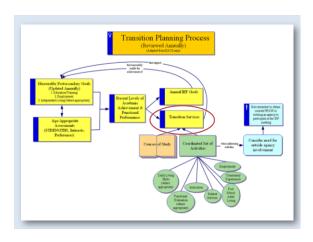
STUDENT STRENGTHS, PREFERENCES, AND INTERESTS

Information about the student's strength, preference, and interests were provided by:

X Student X Parent(s) and/or Family Members X School Staff

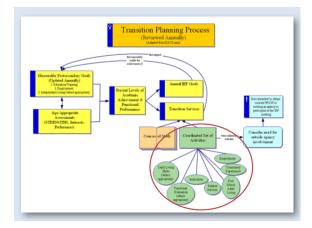
D Service Agency () Other ()

Sin is a very sociable and outgoing young man who get along well with pears and adult. He oppy; photograph, graphic daign and working with his mother in har studio. Sin alon oppy; collecting sport memorability and sport cards. Sin Medical and Sport cards. Sin Medical Art Computer is a local community college to get a degree in Medical Art Computer Art illustration. Sin get good grade in most subject cards much He is beginning to realize that must expert cards are recover room if he store about paradisent and going on so college. Sin wants to get its driven to college to the card work. Sin it arrous about moving away from home because he relite themsely on his mother to high him tay organized.



Transition Services

 A <u>coordinated set of activities</u> for a child with a disability that...are based on the child's strengths, preferences, interests and are designed to reasonably enable them to meet their measurable postsecondary goals including a <u>course of study</u>.



Coordinated Set of Activities

- Coordinated strategies or steps in the plan for adult life that document the effort between school, family, student and appropriate post-school services, supports, programs and/or agencies.
- The coordinated set of activities that need to be addressed in the IEP include: instruction, community experiences, employment, adult living, and if appropriate, daily living skills, functional/vocational and related services.

Coordinated Set of Activities Examples

Instruction

- Visit college campuses and meet with disability resource office.
- Receive instruction to use assistive technology device(s).
- Enroll in Self-Advocacy/Self-Awareness Studies.

Community Experiences

- Open a bank account.
- Visit the mall and food court with a provider to identify stores and meals of choice.
- Tour apartments.



Coordinated Set of Activities Examples

Employment

- Practice completing job applications and interviewing
- Work towards obtaining a license to become a _
- Meet with a Job Corps counselor.

Adult Living

- Learn about expectations for eating in restaurants.
- Obtain a driver's license.
- Register to vote and learn about the election process.

Coordinated Set of Activities Examples

· Daily Living

- Take a cooking class.
- Learn to operate a washer and dryer.

· Functional/Vocational

- Participate in a community-based situational vocational assessment program.
- Take formal aptitude tests.

· Related Services

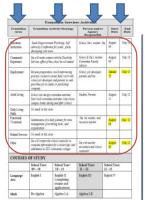
Explore city/county transportation options.	
Learn to use a guide dog effectively	

People You Might Want to Invite

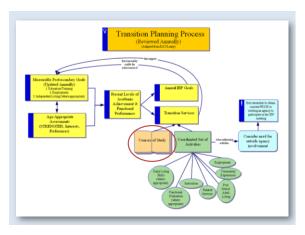
- DES/DDD

- Universities
- Vocational Rehabilitation
- Job Corps
- Independent Living Centers
- Behavioral Health
- School to Work Programs
- Employer
- Public Transportation Services
- Community Colleges
- Technical/Vocational Schools
- Community support, family, friends





Science/ Fereign Language	Earth Science	Biology	Physical Science	Advance Compute Applications
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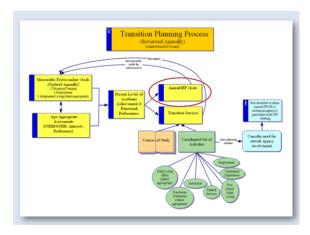


Courses of Study

- The educational plan designed to make the education program relevant, meaningful and motivate the student to complete school.
- Includes high school courses/classes that focus on improving the academic and functional achievement of the student to help in moving from high school to post-school.



Science/ Fereign Language	Earth Science	Biology	Physical Science	Advance Comput Applications
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Annual IEP Goals

- The IEP must contain annual IEP goals that will reasonably enable the student to meet postsecondary goals.
- Examples:
 - Measurable Postsecondary Goal: I/Richard will work fulltime with benefits as a mechanic for Bell Ford after graduation
 - Annual IEP Goal: Given reading materials from the workplace, Richard will increase his current reading comprehension level of 1/8 comprehension questions answered correctly to answering 6/8 comprehension questions correctly to be able to work as a mechanic.

Summary of Performance

- Summary of academic achievement
- Summary of functional performance as it relates to the Measurable Postsecondary Goals
- Recommendations on how to assist the student in meeting the Measurable Postsecondary Goals (modifications, accommodations, and assistive technology)
 **** Not a part of the IEP****

Philosophy of Transition

- The student's high school program should thoroughly prepare him/her for achieving his or her desired post-school goals.
- The student's IEP should reflect the services and supports needed to assist the student to gain the skills, experiences and connections to make his or her post-school goals a reality.
 - adapted from (Storms, et. al. 2000)

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Refer a Family



- Obtain consent from the family to be referred (a referral form signed by the family with their information).
- Contact Raising Special Kids (phone, e-mail, fax, or letter) and send copy of the signed referral form.
- Raising Special Kids staff contacts the family member within 48 hours with appropriate support, training, and information.
- If a Parent to Parent connection is desired, staff arranges the match and follows up with both parties after the connection.
- Referral forms are available on our website <u>www.raisingspecialkids.org</u> or call our office: 602-242-4366 or 800-237-3007, or visit us at 5025 E. Washington St. #204, Phoenix

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Thank You!



Phone #: 602-242-4366 www.raisingspecialkids.org

Thank you for completing the evaluation form

Raising Special Kids is Going Green!

Please return materials for recycling if you will not need them

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